

COMPONENT 3 REVISION CHECKLIST

A. Investigate individual needs and their impact

A1. Individual needs

Understand **physical needs**, including:

- Sensory impairments (visual / hearing)
- Delayed gross motor skills
- Delayed fine motor skills
- Use of wheelchair or walking frame
- Long-term health or physical conditions affecting movement

Understand **cognitive / intellectual needs**, including:

- Learning disabilities
- Poor concentration
- Memory difficulties
- Problem-solving difficulties
- Delayed literacy skills

Understand **communication and language needs**, including:

- English as an additional language (EAL)
- Learning more than one language
- Language or communication delay

Understand **social and emotional needs**, including:

- Limited interaction with adults
- Poor understanding of social norms
- Difficulty forming bonds or friendships
- Limited experience of play
- Disruptive behaviour
- Transitions (new setting, new sibling, family changes, moving house)

A2. Impact of individual needs on development

Know that **all areas of development are interlinked**

Understand the impact on **physical development**:

- Difficulty accessing activities
- Problems with grasping or manipulating objects
- Tiring easily
- Difficulty moving around play spaces

Understand the impact on **cognitive / intellectual development:**

- Difficulty understanding rules
- Short attention span
- Difficulty with problem-solving and maths
- Becoming overwhelmed by choice

Understand the impact on **communication and language development:**

- Difficulty expressing choices
- Limited social play
- Lack of confidence
- Difficulty sharing and building friendships

Understand the impact on **social and emotional development:**

- Difficulty with cooperative play
- Low emotional resilience
- Isolation
- Difficulty joining group activities
- Difficulty expressing feelings
- Difficulty coping with change
- Low self-esteem

B. Create safe environments (0–5 years)

B1. Ensuring children are safe

Understand **risks vs hazards**

Know how to carry out **indoor and outdoor risk assessments**

Understand **positive risk-taking**

Know how to promote safety:

- Teaching safe use of resources
- Choosing age-appropriate resources
- Awareness of choking hazards (under 3s)
- Understanding safety labels (BSI Kitemark, CE mark, Lion Mark, age advice)
- Correct adult-to-child ratios
- Teaching personal safety in public

Understand **online safety**, including:

- Parental controls
- Time limits and in-app purchase blocks
- Talking to children about staying safe online
- Recognising and reporting inappropriate content

B2. Inside environments

Consider:

- Doorway and corridor width
- Furniture layout
- Flooring and trip hazards
- Organisation of resources
- Consistent play areas and routines
- Appropriate resource selection
- Monitoring activities for safety

B3. Outside environments

Consider:

- Appropriate clothing
- Planning for toileting, hunger and thirst
- Accessibility (ramps, smooth surfaces)
- Choice of outdoor resources
- Quiet vs noisy spaces
- Resources at different levels
- Use of signs, symbols and maps
- Weather conditions

C. Adapt play to promote inclusive learning

Types of play

Know how to adapt:

- Locomotor play
- Creative play
- Sensory play
- Imaginative play

- Symbolic play
- Technological / investigative play
- Construction play

Understand adaptations for:

- 0–18 months
- 18 months–3 years
- 3–5 years

C1. Benefits of adapting activities

Understand children’s **right to learn**

Know how adaptations support **all five areas of development**

Understand the **role of the adult**, including:

- Adult-led, adult-initiated and child-led play
- Role modelling behaviour
- Supporting without taking over
- Offering alternatives and new ideas
- Promoting inclusion
- Giving choice
- Positive reinforcement
- Recognising boredom or frustration

Understand benefits for **other children**, including:

- Inclusion skills
- Improved social skills
- Increased patience and tolerance
- Awareness of different communication methods

C2. Physical needs

Adapt the environment (space, lighting, table heights)

Choose suitable fine and gross motor resources

Secure resources to prevent movement

Adjust difficulty levels

Adapt for visual impairment (contrast, textures, scent)

Keep resources in consistent locations

Adapt communication for hearing impairment

Adapt digital/technological resources

C3. Cognitive and intellectual needs

- Provide opportunities to observe others
- Shorten and break down activities
- Repeat activities
- Demonstrate tasks
- Modify and simplify resources
- Limit choices
- Use technology
- Keep resources in consistent places

C4. Communication and language needs

- Use group activities for inclusion
- Praise communication attempts
- Give short, clear instructions
- Demonstrate activities
- Simplify language
- Repeat activities
- Use PECS and Makaton
- Use non-verbal communication
- Use songs and rhymes
- Label equipment and display routines visually

C5. Social and emotional needs

- Promote resilience
- Provide structure and routine
- Support transitions with tasks
- Keep children engaged during tidy-up times
- Use interests to plan activities
- Choose books and games linked to worries
- Promote choice and control
- Encourage emotional expression
- Role model social norms
- Use small-group activities